

# Professional Development Log for Reading/Literacy Coaches

Reporting Period: \_\_\_\_\_ through: \_\_\_\_\_

Name: \_\_\_\_\_

District: \_\_\_\_\_

School(s) Served: \_\_\_\_\_

Grade Level(s) Served: \_\_\_\_\_

Years of Experience as a Teacher: \_\_\_\_\_

Years of Experience Teaching Reading: \_\_\_\_\_

Years of Experience as a Reading Coach: \_\_\_\_\_

Years of Experience at this School (in any capacity): \_\_\_\_\_

Highest Degree Earned: \_\_\_\_\_

In which areas are you certified? \_\_\_\_\_

Are you a National Board Certified teacher?

I am Reading Endorsed Y/N: ☐ Yes ☐ No

I am ESOL endorsed Y/N: ☐ Yes ☐ No

☐ I am a Full-Time Reading/Literacy Coach at this school.

☐ I am a Part-Time Reading/Literacy Coach at this school.

Number of Schools Served: \_\_\_\_\_

**Indicate how you spent your time as a Reading Coach during the current reporting period, using best estimates of time.**

TASK		HOURS						
<b>1. Professional Development</b> Providing or facilitating small or whole group professional development sessions such as faculty seminars, action research, and/or study groups designed to increase the knowledge of Scientifically Based Reading Research (SBRR) for administrators, teachers, and paraprofessionals.	<b>Week 1</b>	W	Th	F	M	Tu	<b>Total</b>	
	<b>Week 2</b>	W	Th	F	M	Tu	<b>Total</b>	
							<b>Task Total</b>	%
<b>2. Planning</b> Planning, developing, and/or preparing professional development, including: surveying teachers for PD needs; preparing content for PD for teachers, parents, and others; planning a schedule of PD delivery; gathering PD materials; preparing a lesson for modeling and planning a coaching session with a teacher.	<b>Week 1</b>	W	Th	F	M	Tu	<b>Total</b>	
	<b>Week 2</b>	W	Th	F	M	Tu	<b>Total</b>	
							<b>Task Total</b>	%
<b>3. Modeling Lessons</b> Demonstrating lessons while teachers observe or co-teaching lessons in classrooms.	<b>Week 1</b>	W	Th	F	M	Tu	<b>Total</b>	
	<b>Week 2</b>	W	Th	F	M	Tu	<b>Total</b>	
							<b>Task Total</b>	%

<b>4. Coaching</b> Coaching (initial conversation, observation, and reflecting conversation) teachers in classrooms which includes observing teachers, formulating feedback regarding lessons, discussing feedback with teachers, and reflecting with teachers relating to reading or content area lessons.	<b>Week 1</b>	W	Th	F	M	Tu	<b>Total</b>	
	<b>Week 2</b>	W	Th	F	M	Tu	<b>Total</b>	
							<b>Task Total</b>	%
<b>5. Coach-Teacher Conferences</b> Conferencing with teachers regarding lesson planning, grouping for instruction, intervention strategies, and other topics related to reading. Informally conversing with teachers in a variety of ways (phone, e-mail or face-to-face) on topics concerning reading such as fluency building, organizing literacy centers, students in need of intervention, etc.	<b>Week 1</b>	W	Th	F	M	Tu	<b>Total</b>	
	<b>Week 2</b>	W	Th	F	M	Tu	<b>Total</b>	
							<b>Task Total</b>	%
<b>6. Student Assessment</b> Facilitating and coordinating student assessments, including scheduling the time and place for assessments, and notifying teachers of the assessment schedule. <b><i>Coaches should spend limited time administering assessments.</i></b>	<b>Week 1</b>	W	Th	F	M	Tu	<b>Total</b>	
	<b>Week 2</b>	W	Th	F	M	Tu	<b>Total</b>	
							<b>Task Total</b>	%
<b>7. Data Reporting</b> Entering assessment data into the management system. <b><i>Coaches should spend limited time, if any, on this task.</i></b>	<b>Week 1</b>	W	Th	F	M	Tu	<b>Total</b>	
	<b>Week 2</b>	W	Th	F	M	Tu	<b>Total</b>	
							<b>Task Total</b>	%
<b>8. Data Analysis</b> Analyzing student data to assist teachers with informing instruction based on student need. This includes personal study of data reports, principal/coach data sessions, and teacher/coach data sessions.	<b>Week 1</b>	W	Th	F	M	Tu	<b>Total</b>	
	<b>Week 2</b>	W	Th	F	M	Tu	<b>Total</b>	
							<b>Task Total</b>	%
<b>9. Meetings</b> Attending meetings in the school, district, or region regarding reading issues. Examples include meeting with school/district administrators or coaches, school/community groups, curriculum teams, Reading Leadership Teams, School Improvement Plan Teams, etc.	<b>Week 1</b>	W	Th	F	M	Tu	<b>Total</b>	
	<b>Week 2</b>	W	Th	F	M	Tu	<b>Total</b>	
							<b>Task Total</b>	%

<b>10. Knowledge Building</b> Building knowledge of SBRR and/or assessment through personal study or professional development. This includes activities such as: attending a workshop and completing follow-up; attending reading conferences; reading journal articles; participating in a study group; attending state-sponsored PD; attending publisher-sponsored PD and attending assessment training.	<b>Week 1</b>	W	Th	F	M	Tu	<b>Total</b>	
	<b>Week 2</b>	W	Th	F	M	Tu	<b>Total</b>	
							<b>Task Total</b>	%
<b>11. Managing Reading Materials</b> Preparing the budget for reading materials, reviewing and/or purchasing the materials, maintaining inventory, and delivering reading materials. Also included are duties such as gathering teacher resources and organizing leveled books for classroom libraries in collaboration with school staff.	<b>Week 1</b>	W	Th	F	M	Tu	<b>Total</b>	
	<b>Week 2</b>	W	Th	F	M	Tu	<b>Total</b>	
							<b>Task Total</b>	%
<b>12. Other</b> Other tasks as assigned that are performed during regular contracted hours. Many of these tasks are appropriate and necessary for the coach to perform; however, some may inhibit the effectiveness of the role of the coach. Examples of appropriate tasks may include: traveling between schools or meetings; attending meetings not related to reading; taking charge of a teacher's classroom while the teacher observes a model lesson in another classroom; presenting reading-related information to parents and entering data into the Coach's Log. Examples of tasks that inhibit the effectiveness of the role of the coach include: substitute teaching, administrative tasks, and excessive bus/lunch/hall duty (bus/lunch/hall duty may be appropriate as long as the time is not beyond what is required of other teachers).  <b>(For Narrative Box that displays if "Other" hours are entered)</b>  <b>Other Comments</b> Please list/describe the activities that represent the hours reported in Other.								

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**13. Successes**

Please indicate successes that have occurred in the last reporting period.

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**14. Concerns**

Please indicate any concerns that you have.

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**15. Hours Outside the Contracted Day**

Record hours worked in addition to your regular contracted hours, and describe the activities performed during that time. Common examples may include planning and delivering PD beyond the regular work day, providing parent trainings, taking online reading courses, and pursuing reading certification/endorsement.